

Bay Head School

Content Area: The Creative Process
Course Title: Music

Grade Level: 6th - 8th Grade

Content Area: The Creative Process
Course Title: Dance

Grade Level: 6th - 8th Grade

Content Area: The Creative Process
Course Title: Theater

Grade Level: 6th - 8th Grade

Content Area: History of the Arts and Culture
Course Title: Music, Dance, Theater

Grade Level: 6th - 8th Grade

Content Area: Performance
Course Title: Music

Grade Level: 6th - 8th Grade

Content Area: Performance
Course Title: Dance

Grade Level: 6th - 8th Grade

Content Area: Performance
Course Title: Theater

Grade Level: 6th - 8th Grade

Content Area: Aesthetic Responses
Course Title: Music, Dance, Theater

Grade Level: 6th - 8th Grade

Content Area: Critique Methodologies
Course Title: Music, Dance, Theater

Grade Level: 6th - 8th Grade

Updated: August 2018 by Sharon Carroll
Aligned to New Jersey Student Learning
Standards

Board Approved:

Bay Head School
VISUAL AND PERFORMING ARTS CURRICULUM
MUSIC - The Creative Process
Unit Overview

Content Area: Visual & Performing Arts **Grade Level:** 6th - 8th Grade

Domain (Unit Title): The Creative Process - Music

Cluster Summary: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

Primary Interdisciplinary Connections:
 New Jersey Student Learning Standards for English Language Arts, and Technology

21st Century Themes: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.

21st Century Life & Career Skills	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
Personal Financial Literacy	All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
Career Awareness, Exploration, and Preparation	All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
Career and Technical Education	All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

Learning Targets

By the end of grade 8, those students choosing MUSIC as their required area of specialization demonstrate COMPETENCY in the following content knowledge and skills.

- Common, recognizable musical forms often have characteristics related to specific cultural traditions.
- Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.

Number	Standard for Mastery
1.1.8.B.1	Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.
1.4.8.B.2	Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions

Bay Head School
VISUAL AND PERFORMING ARTS CURRICULUM
DANCE - The Creative Process
Unit Overview

Content Area: Visual & Performing Arts

Grade Level: 6th - 8th Grade

Domain (Unit Title): The Creative Process - Dance

Cluster Summary: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

Primary Interdisciplinary Connections:

New Jersey Student Learning Standards for English Language Arts, and Technology

21st Century Themes: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.

<p>21st Century Life & Career Skills</p>	<p>All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>
<p>Personal Financial Literacy</p>	<p>All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.</p>
<p>Career Awareness, Exploration, and Preparation</p>	<p>All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.</p>
<p>Career and Technical Education</p>	<p>All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.</p>

Learning Targets

By the end of grade 8, those students choosing DANCE as their required area of specialization demonstrate COMPETENCY in the following content knowledge and skills.

- Numerous formal choreographic structures can be used to develop the elements of dance in the creation of dance works.
- Styles and techniques in dance are defined by the ways in which the elements of dance and choreographic principles are manipulated in the creation of dance compositions.
- Dance employs various themes and arts media to engage the viewer, develop meaning, and communicate emotions.
- The quality of integrated movement depends on body alignment and the synchronized use of major and minor muscle groups. Variety in body patterns, range of motion, application of the elements of dance, and skill level enhance dance compositions and performance.

Number	Standard for Mastery
1.1.8.A.1	Interpret the choreographic structures of contrast and transition, the process of reordering and chance, and the structures of AB, ABA, canon, call and response, and narrative.
1.1.8.A.2	Analyze dance techniques and styles to discern the compositional use of the elements of dance and choreographic principles relating to dynamics, as well as to discern spatial relationships
1.1.8.A.3	Examine how dance compositions are influenced by various social themes and arts media (e.g., dance for camera, interactive, telematics).
1.1.8.A.4	Integrate a variety of isolated and coordinated movements in dance compositions and performances, making use of all major muscle groups, proper body mechanics, body patterning, balance, and range of motion.

Bay Head School
VISUAL AND PERFORMING ARTS CURRICULUM
THEATER - The Creative Process
Unit Overview

Content Area: Visual & Performing Arts **Grade Level:** 6th - 8th Grade

Domain (Unit Title): The Creative Process - Theater

Cluster Summary: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

Primary Interdisciplinary Connections:
 New Jersey Student Learning Standards for English Language Arts, and Technology

21st Century Themes: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.

21st Century Life & Career Skills	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
Personal Financial Literacy	All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
Career Awareness, Exploration, and Preparation	All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
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Learning Targets

By the end of grade 8 those students choosing THEATER as their required area of specialization demonstrate COMPETENCY in the following content knowledge and skills.

- Distinct pieces of dramatic literature and theatrical trends reflect cultural traditions and periods in history
- Actors exercise their voices and bodies through a wide variety of techniques to expand the range and the clarity of the characters they develop.
- Emotion and meaning are often communicated through modulations of vocal rate, pitch, and volume.
- A team of artists, technicians, and managers who collaborate to achieve a common goal uses a broad range of skills to create theatrical performances.

Number	Standard for Mastery
1.1.8.C.1	Analyze the structural components of plays and performances from a variety of Western and nonWestern theatrical traditions and from different historical eras
1.1.8.C.2	Determine the effectiveness of various methods of vocal, physical, relaxation, and acting techniques used in actor training.
1.1.8.C.3	Differentiate among vocal rate, pitch, and volume, and explain how they affect articulation, meaning, and character.
1.1.8.C.4	Define the areas of responsibility (e.g., actor, director, producer, scenic, lighting, costume, stagehand, etc.) and necessary job skills of the front and back-of-house members of a theatre company.

Bay Head School
VISUAL AND PERFORMING ARTS CURRICULUM
MUSIC, DANCE, THEATER - History of the Arts and Culture
Unit Overview

Content Area: Visual & Performing Arts **Grade Level:** 6th - 8th Grade

Domain (Unit Title): History of the Arts and Culture
 Music, Dance, Theater

Cluster Summary:

All students will understand the role, development, and influence of the arts throughout history and across cultures.

Primary Interdisciplinary Connections: New Jersey Student Learning Standards for English Language Arts, and Technology

21st Century Themes:

All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.

21st Century Life & Career Skills	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
Personal Financial Literacy	All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
Career Awareness, Exploration, and Preparation	All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
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Learning Targets

By the end of grade 8, all students demonstrate COMPETENCY in the following content knowledge and skills for their required area of specialization in DANCE, MUSIC, THEATER, and VISUAL ART.

- Technological changes have and will continue to substantially influence the development and nature of the arts
- Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values
- The arts reflect cultural mores and personal aesthetics throughout the ages

Number	Standard for Mastery
1.2.8.A.1	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
1.2.5.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
1.2.5.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts

Bay Head School VISUAL AND PERFORMING ARTS CURRICULUM MUSIC - Performance Unit Overview

Content Area: Visual & Performing Arts **Grade Level:** 6th - 8th Grade

Domain (Unit Title): Performance - Music

Cluster Summary:

All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theater, and visual art.

Primary Interdisciplinary Connections: New Jersey Student Learning Standards for English Language Arts, and Technology

21st Century Themes:

All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.

21st Century Life & Career Skills	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
Personal Financial Literacy	All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
Career Awareness, Exploration, and Preparation	All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
Career and Technical Education	All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

Learning Targets

By the end of grade 8, those students choosing MUSIC as their required area of specialization demonstrate COMPETENCY in the following content knowledge and skills.

- Western, non-Western, and avantgarde notation systems have distinctly different characteristics.
- Stylistic considerations vary across genres, cultures, and historical eras.
- Understanding of discipline-specific arts terminology (e.g., crescendo, diminuendo, pianissimo, forte, etc.) is a component of music literacy.
- Improvisation is a compositional skill that is dependent on understanding the elements of music as well as stylistic nuances of historical eras and genres of music

Number	Standard for Mastery
1.3.8.B.1	Perform instrumental or vocal compositions using complex standard and non-standard Western, nonWestern, and avant-garde notation.
1.3.8.B.2	Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.
1.3.8.B.3	Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.
1.3.8.B.4	Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style.

<p style="text-align: center;">Bay Head School VISUAL AND PERFORMING ARTS CURRICULUM DANCE - Performance Unit Overview</p>	
<p>Content Area: Visual & Performing Arts Grade Level: 6th - 8th Grade</p>	
<p>Domain (Unit Title): Performance - Dance</p>	
<p>Cluster Summary: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theater, and visual art.</p>	
<p>Primary Interdisciplinary Connections: New Jersey Student Learning Standards for English Language Arts, and Technology</p>	
<p>21st Century Themes: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.</p>	
<p>21st Century Life & Career Skills</p>	<p>All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational</p>

	cultures.
Personal Financial Literacy	All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
Career Awareness, Exploration, and Preparation	All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
Career and Technical Education	All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

Learning Targets

By the end of grade 8, those students choosing DANCE as their required area of specialization demonstrate COMPETENCY in the following content knowledge and skills.

- Movement dynamics and qualities emphasize time, space, and energy. Movement affinities and effort actions impact dynamic tension and spatial relationships.
- Dance may be used as a symbolic language to communicate universal themes and varied points of view about social, political, or historical issues in given eras.
- Foundational understanding of anatomical and kinesthetic principles is a contributing factor to dance artistry. Artistry in dance requires rhythmic acuity.
- Technology and media arts are often catalysts for creating original choreographic compositions.

Number	Standard for Mastery
1.3.8.A.1	Incorporate a broad range of dynamics and movement qualities in planned and improvised solo and group works by manipulating aspects of time, space, and energy.
1.3.8.A.2	Choreograph and perform cohesive dance works that reflect social, historical, and/or political themes.

1.3.8.A.3	Choreograph and perform movement sequences that demonstrate artistic application of anatomical and kinesthetic principles as well as rhythmic acuity.
1.3.8.A.4	Use media arts and technology in the creation and performance of short, original choreographic compositions.

Bay Head School VISUAL AND PERFORMING ARTS CURRICULUM THEATER - Performance Unit Overview	
Content Area: Visual & Performing Arts Grade Level: 6th - 8th Grade	
Domain (Unit Title): Performance - Theater	
Cluster Summary: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theater, and visual art.	
Primary Interdisciplinary Connections: New Jersey Student Learning Standards for English Language Arts, and Technology	
21st Century Themes: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.	
21st Century Life & Career Skills	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
Personal Financial Literacy	All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
Career Awareness,	All students will apply knowledge about and engage in the

Exploration, and Preparation	process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
Career and Technical Education	All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

Learning Targets

By the end of grade 8, those students choosing THEATER as their required area of specialization demonstrate COMPETENCY in the following content knowledge and skills.

- Effective scripted and improvisational performances require informed, supported, and sustained choices by actors, directors, and designers. Techniques for communicating a character’s intent vary in live performances and recorded venues.
- Dramatic context and active listening skills inform development of believable, multidimensional characters in scripted and improvised performances. Mastery of physical and vocal skills enables actors to create dramatic action that generates a sense of truth and credibility

Number	Standard for Mastery
1.3.8.C.1	Create a method for defining and articulating character objectives, intentions, and subtext, and apply the method to the portrayal of characters in live performances or recorded venues.
1.3.8.C.2	Create and apply a process for developing believable, multidimensional characters in scripted and improvised performances by combining methods of relaxation, physical and vocal skills, acting techniques, and active listening skills.

Bay Head School
VISUAL AND PERFORMING ARTS CURRICULUM
MUSIC, DANCE, THEATER - Aesthetic Responses
Unit Overview

Content Area: Visual & Performing Arts **Grade Level:** 6th - 8th Grade

Domain (Unit Title): Aesthetic Responses - Music, Dance, Theater

Cluster Summary:

All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theater and visual art.

Primary Interdisciplinary Connections: New Jersey Student Learning Standards for English Language Arts, and Technology

21st Century Themes:

All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.

21st Century Life & Career Skills	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
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Learning Targets

By the end of grade 8, all students demonstrate COMPETENCY in the following content knowledge and skills for the required area of specialization in MUSIC, DANCE, and THEATER.

- Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within historical contexts.
- Art may be used for utilitarian and non-utilitarian purposes.
- Performance technique in dance, music, theatre, and visual art varies according to historical era and genre.
- Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a genre’s stylistic traits.
- Symbolism and metaphor are characteristics of art and art-making.
- Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality
- Artwork may be both utilitarian and non-utilitarian. Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality.

Number	Standard for Mastery
1.4.8.A.1	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art
1.4.8.A.2	Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes
1.4.8.A.3	Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
1.4.8.A.4	Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.
1.4.8.A.5	Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.
1.4.8.A.6	Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.
1.4.8.A.7	Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.

Bay Head School
VISUAL AND PERFORMING ARTS CURRICULUM
MUSIC, DANCE, THEATER - Critique Methodologies
Unit Overview

Content Area: Visual & Performing Arts **Grade Level:** 6th - 8th Grade

Domain (Unit Title): Critique Methodologies - Music, Dance, Theater

Cluster Summary:

All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theater and visual art.

Primary Interdisciplinary Connections: New Jersey Student Learning Standards for English Language Arts, and Technology

21st Century Themes:

All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.

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Learning Targets

By the end of grade 8, all students demonstrate COMPETENCY in the following content knowledge and skills for the required area of specialization in MUSIC, DANCE, and THEATER.

- Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work’s content and form.
- Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist
- Universal elements of art and principles of design apply equally to artwork across cultures and historical eras

Number	Standard for Mastery
1.4.8.B.1	Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form
1.4.8.B.2	Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.
1.4.8.B.3	Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.